

## USOE Fine Arts Rainbow Chart

Fourth - Page 1		Experience/	Explore/	Apply/	Analyze/	Research/	Refine/
		Identify	Contextualize	Build Skills	Integrate	Create	Contribute
Previously Mastered Grade Level Skills	Element of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
Sing Singing vs. speaking voice  Melody High/low, up/down Pitch accuracy in an appropriate range Steps, skips, and repeated pitches Children's songs Folk, traditional, and multicultural songs	SING Vocal development: care, training, and proper use of the voice  Melody: a sequence of single pitches that move up, down, or repeat	Experience the difference between the speaking and the singing voice.  CD1 #26 Going to the Zoo lesson, listening  Experience melody in a variety of songs and singing games, including songs from other cultures.	Explore in-tune singing in a natural voice through a variety of songs and singing games.  Explore recurring pitch patterns in familiar songs.  CD1 #40  Johnny Get Your Hair Cut, "just like me" I,-t,-d  CD2 #31  She'll Be Coming 'Round the Mountain	Practice healthy use of the voice, good breath support, and sensitivity to pitch when singing.  Practice finding and recognizing simple pitch patterns.  Practice harmony by singing partner songs, ostinato, rounds and countermelodies.	Analyze connections between healthy use of the voice, pitch accuracy, and good vocal production.  Analyze pitches that step, skip, and repeat in familiar melodies.  CD1 #34  I Love the Mountains	Create vocal style or character through improvising and practicing a wide variety of song literature.  Turkey in the Straw lesson, singing Create a simple melody using pitches that step, skip, and repeat.  My Paddle	Perform songs intune, using a natural singing voice.
<ul> <li>Singing games</li> <li>Call &amp; response</li> </ul> Harmony <ul> <li>Partner songs</li> <li>Ostinatos</li> <li>Rounds</li> </ul>	Harmony: two or more pitches sounding at the same time	Experience the difference between melody and harmony in songs and listening selections.  CD1 #4  All Night, All Day lesson, singing	"when she comes" (end) I,-t,-d  Explore vocal harmony through partner songs, ostinato, rounds, and countermelodies.  CD1 #34  I Love the Mountains lesson, singing, playing round, ostinato	CD2 #13  My Paddle lesson, singing, round, ostinato  Make New Friends lesson, creating, round, ostinato  CD2 #34  Skip to My Lou/Sandy  Land lesson, can be sung as partner song	Analyze how voices and instruments combine to make harmony.	lesson, creating  Create harmony for a familiar song using a simple vocal ostinato or a countermelody.  My Paddle lesson, creating	Perform harmony with attention to pitch and rhythmic accuracy.
Beat • Steady beat	PLAY Beat: the underlying pulse of music	Experience the feeling of beat in various types of music.	Explore beat in a variety of songs and recorded music.	Practice beat accuracy while singing and/or playing instruments.  CD1 #31  Hot Cross Buns	Analyze the importance of steady beat in group performance.	Create simple rhythmic phrases over a steady beat.  Mama Paquita lesson, singing, creating	Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6, always keeping a steady beat.

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Meter  • Strong and weak beats  • Meter in 2, 3, 4  2 3 4  ○○ ○○○ ○○○○ □□□□□□□□□□□□□□□□□□□□□□□□	Meter: patterns of strong and weak beats.  Rhythm: combinations of long and short, sound or silence.	Experience feeling strong and weak beat patterns in songs and listening selections.  CD2 #7  Mama Paquita lesson, singing  Experience sound and silence in a variety of rhythms.  CD2 #7  Mama Paquita	Explore strong and weak beat patterns in groups of 2, 3, 4, and 6 in familiar songs and listening selections.  6  Compared to the compared to	Practice playing strong and weak beat patterns in meters of 2, 3, 4, and 6 with body percussion and classroom instruments.  Take Me Out to the Ball Game lesson, singing  Practice playing rhythms and ostinato to accompany familiar songs.	Analyze and identify the meter in listening selections and familiar songs.  Analyze simple rhythms in meters of 2, 3, 4 and 6 found in familiar songs or listening selections.  CD1 #31  Hot Cross Buns	Create simple rhythms of varying lengths in meters of 2, 3, 4 and 6.  Create rhythmic phrases by combining short rhythmic patterns.  Mama Paquita lesson, creating	
• Ostinato		lesson, playing	My Paddle	CD2 #13 My Paddle lesson, singing, playing			
Form Phrase Combinations of same /different Verse/refrain Introduction Interlude  Tempo Faster/slower Dynamics Louder/softer	LISTEN Form: how music is organized • intro, coda, interlude • D.C. al Fine, • 1 <sup>st</sup> & 2 <sup>nd</sup> endings  Expressive Elements Tempo: the speed of the beat. Dynamics: degrees of loud & soft	Experience repeated and contrasting musical phrases in familiar songs and listening selections.  Experience an awareness and control of tempo and dynamics.  CD1 #26 Going to the Zoo lesson, recording details	Explore basic form in music including phrases, verse/refrain, intro, interlude, coda, and 1st & 2nd endings.  Coda  D.C. al Fine  This Little Light of Mine  1. 1st 2. 2nd  Explore the effect of tempo and dynamics in recorded music.	Practice identifying sections with icons, alphabet letters (A, B, C), visually, or with movement.  CD1 #27 Great Big House lesson, listening  CD1 #3 Alabama Gal lesson, listening  Practice varying dynamics and tempo while singing songs or playing instruments.	Analyze melodic and rhythmic phrase patterns found in familiar music.  Analyze rondo form with movement, icons, or letters.  • Fur Elise, by Beethoven  • "March" from The Nutcracker Suite by Tchaikovsky  Analyze how changes in dynamics and tempo can affect ideas, thoughts and emotions.	Create a two part, three part, or rondo form by combining phrases, songs, rhymes, or chants.  Tinga Layo lesson, creating, ABA  Create expression in music by varying the dynamics and tempo.	Perform a two part, three part, or rondo form by singing, playing instruments, and/or with movement.  CD2 #49  Weevily Wheat lesson, singing, playing, creating  Perform with sensitivity to tempo and dynamic contrast in the music.

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Timbre  Vocal/ and instrumental  Instrument families (band/orchestra)  Balance  Vibration/ resonation  Texture  Instrumental and vocal  Thick/ thin, many/few	Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice  Texture: layered combinations (thick or thin, many or few) of voices and/or instruments	Experience various timbres of classroom instruments.  CD1 #26 Going to the Zoo lesson, playing  Experience various vocal and instrumental timbres.	Explore the use and sound of instruments in various types of music.  CD2 #43  Tinga Layo lesson, creating  Putamayo Kids, World Playground, www.putamayo.com  Explore the layering of timbre in music to create texture.  Mama Paquita lesson, playing, creating,	Practice identifying instruments by sound.  Practice balancing vocal and instrumental timbre in group performance.  CD1 #26 Going to the Zoo lesson, singing, playing	CD1 #26 Going to the Zoo lesson, recording details  Analyze the identifying characteristic of instrument families. (string, woodwind, brass, percussion).  Analyze how timbre/texture can compliment a song.  Putamayo Kids, Folk Playground, www.putamayo.com	Research the production of sound (vibration and resonation) in band and orchestra instruments.  Create a simple layered texture to accompany a song.  Shoo Fly lesson, overall	Perform using a variety of instrumental timbres.
Icon examples:  Beat divided beat  Beat divided beat  WWWW  Meter  2 3 4  WWW  Meter  2 3 4  WWW  Rhythm  Rhythm	READING / WRITING Icons: non-traditional symbols representing musical elements  Notation: traditional music symbols representing the combination of melodic and rhythmic elements	Experience familiar songs written in iconic or traditional notation.  CD1 #31 Hot Cross Buns iconic  Traditional notation	Explore iconic or traditional notation of melody, meter, and rhythmic patterns in a variety of songs.  Shoo Fly lesson, playing ostinato	Practice playing or singing while reading iconic or traditional notation.  CD1 #31  Hot Cross Buns lesson, singing	Analyze iconic or traditional notation of melody, meter, rhythm, and pitch patterns.  CD2 #49  Weevily Wheat lesson, creating, listening	Create a simple song or ostinato pattern using traditional and/or iconic notation.	Demonstrate fluency in reading and performing iconic representations of beat, meter, rhythm, and pitch.

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Pitch							
s t s m d							
d m s s							

Resources State Approved Music Resources K-6:

http://www.schools.utah.gov/curr/FineArt



- Movement CD companion for USOE Songbook
- DVD: SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core Songbook, CDs, and DVD available through USOE (801) 538-7793 Approved textbook series:
- McMillan/McGraw-Hill <a href="http://www.mhschool.com/music/student/index.html">http://www.mhschool.com/music/student/index.html</a>
- PEARSON ED. PUBLISHING (previously Silver Burdett) www.scottforesman.com

**Professional Music Teaching Organizations** 

UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us

DALCROZE EURYTHMICS. Dalcroze Society of America:

http://www.dalcrozeusa.org/home.html

**EDUCATION THROUGH MUSIC** (ETM) Richards Institute of Education and Research: http://richardsinstitute.org/Default.aspx

KODÀLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UFOLKS

ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA

## Web Links

Claims Joseph

http://www.classicsforkids.com CLASSIC FOR KIDS: lesson ideas, listening maps, composers, music dictionary, etc.



http://www.classroomclassics.com CLASSICS: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs



http://www.putumayo.com/en/putumayo\_kids.php PUTAMAYO KIDS: CDs, folk songs, multicultural, and world music listening resource, examples:













http://www.sfskids.org/templates/splash.asp San Francisco Symphony For Kids: all about the symphony orchestra